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The Use of an Advisory Council in a Vocational Agriculture Department

Raymond G. Reiff

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THE USE OF AN ADVISORY COUNCIL IN A VOCATIONAL
AGRICULTURE DEPARTMENT

By

Raymond G. Reiff, Jr.

A problem submitted
in partial fulfillment of the requirements for the
degree of Master of Science at South Dakota
State College of Agriculture
and Mechanic Arts
(Plan B)

August, 1957

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INTRODUCTION

This research problem is a study of the use of advisory councils in vocational agriculture departments. Advisory groups have been used extensively in connection with many institutions and organizations in democratic societies. Public educational agencies, however, have been slow to accept and use advisory groups even though they have been recommended highly by authorities in education. In view of this discrepancy this study is designed to investigate the use made of advisory councils in a vocational agriculture department.

An advisory council concerns itself with the overall activities of the local department of vocational agriculture. An active advisory council provides an exceptional opportunity for broadening and improving the agricultural instruction offered.¹

The success of a local department of vocational agriculture is dependent upon having a complete program in agricultural education that adequately meets the needs of all rural people in the community. However, the success is often measured by one particular activity which the

1. "The Advisory Council for a Department of Vocational Agriculture," Vocational Division Bulletin No. 243, Agricultural Series No. 60, (1951), P. 1.

department has participated in meritoriously and which is often highly publicized. The favored activity in most instances is one in which the instructor has special abilities and, therefore, is overemphasized in training his students. Unfortunately, in too many instances an undue share of the instructor's time is devoted to such a favored phase of the educational program offered, and, as a result, the farmer training program becomes unbalanced.²

The principle of using an advisory council is one of the most effective devices for implementing the principle, "that those affected by a program should have a part, directly or indirectly, in formulating the program."³

2. _____ "The Advisory Council for a Department of Vocational Agriculture," Vocational Division Bulletin No. 243, Agricultural Series No. 60, (1951), P. 1.

3. G. C. Cook and Lloyd J. Phipps, "Organizing and Using Advisory Councils and Committees," A Handbook on Teaching Vocational Agriculture, pp. 65-75.

PURPOSE

This study was made in an effort to determine the following information regarding the use made of advisory councils in vocational agriculture departments: The extent of use made of advisory councils, the purposes of such councils, the methods of organization, the conduct of meetings, the practices which appear likely to lead to success, the practices which appear likely to result in failures, the attitude of vocational agriculture teachers toward the use of advisory councils, and the outcomes or results credited to advisory group activities.

The foregoing questions prompted the writer to conduct a study of actual practices relative to advisory councils. The writer has served as an instructor of vocational agriculture for seven years previous to the time of this study, and believes his findings will aid him and others in their work in agriculture education.

PROCEDURES

In order to determine the results of this study the writer reviewed a detailed account of the Colman advisory council experiences. A study was also made of the attitudes of those concerned with the Colman advisory council. A letter of explanation, a questionnaire designed to procure necessary information, and an addressed envelope were mailed to each vocational agriculture instructor in South Dakota. The same letter of explanation and questionnaire were mailed to 20 Southwest Minnesota and 20 Northwest Iowa vocational agriculture instructors. A second questionnaire was also included designed to procure necessary information from these vocational agriculture instructors who do not use an advisory council. 77 or 68 per cent responded as a result of the first mailing. A small number of personal calls and a second mailing brought 70 per cent returns of the questionnaires.

Data gathered through all the procedures listed above are reported in this study. The personal experience of the writer also served as a basis for conclusions formulated in this research problem.

REVIEW OF LITERATURE

The literature reveals that advisory groups have been used since the organization of society. As society became more complex it has been increasingly difficult to maintain interest in advisory group activity, but more necessary to have them if democratic practices are to be followed.

Although advisory groups have been used more or less in agriculture education since before the passage of the Smith-Hughes Act in 1917 providing for vocational education in agriculture, the public schools have been rather slow to accept them. Writers seem in agreement concerning the advisability of using advisory councils in connection with public school education, but teachers and administrators have been hesitant to put them into practical use.⁴

Vocational teachers seem to have made more use of the advisory group technique than other groups in education. The literature studied indicates that considering all vocational teachers the vocational agricultural instructors have made the most use of advisory groups particularly in the area of adult education.⁵

4. M. J. Scott, "The Use of Advisory Councils in Vocational Education in Agriculture," An Abstract of a Thesis, P. 2.

5. Ibid.

An extensive survey in Illinois,⁶ taken in 1946, showed that of 221 replies (approximately one-half of the Illinois teachers) 152 teachers of vocational agriculture were using one or more advisory groups in connection with their departments of vocational agriculture. The majority of Illinois teachers cooperating in the study felt that the use of advisory groups increased the amount of cooperation secured from others, increased the teacher's knowledge of his community, provided an opportunity to delegate more work to others, made the teacher's work more interesting, broadened the vision of the teacher, and increased student enrollments. Approximately one-half of the administrators and boards of education were reported to be actively interested in advisory group activities. Less than five per cent of the teachers reported harmful effects of advisory groups such as jealousies and suspicions directed toward the department of vocational agriculture or the teacher.⁷

6. M. J. Scott, "The Use of Advisory Councils in Vocational Education in Agriculture," An Abstract of a Thesis, P. 4.

7. Ibid.

THE COLMAN ADVISORY COUNCIL

An analysis of the first five years of advisory council work at Colman revealed that the advisory council technique was successful and that those who had worked with the council were enthusiastic about its accomplishments and its possibilities.

The Colman Advisory Council was started in 1952 and consisted of seven men at the outset but later was increased to twelve members including two representatives of the Board of Education. New members were nominated by the agriculture teacher, with some help from the administrator and later from the Advisory Council. Members were selected with the intention of having various ages and interest groups, represented on the Advisory Council.

The Council members initiated their work by making a study of the agricultural community in which they lived. Agricultural and educational objectives were established for the Department of Vocational Agriculture. Surveys and evaluations were made from time to time after which objectives were re-examined and revised if necessary.

Many improvements in the Colman community can be traced directly or indirectly to the efforts and activities of the Advisory Council. No effort was made to distinguish between these accomplishments and those which might be made in a community with an active department of

vocational agriculture but without an advisory council. No effort was made to distinguish or separate the effect of the agricultural education program from other educational agencies or other factors which might have been responsible for the community changes.

The Advisory Council met about eight times each year with an average of 75 per cent attendance at the meetings. Twenty-five different members served on the Council during the five years included in the study, representing about 10 per cent of the number of farmers in the community. Each year one-third of the Council members were replaced with new members who were appointed for a three-year period.

Serving on the Advisory Council appeared to be a very effective method of adult education for Council members as well as administrators, members of the Board of Education, and the agriculture teacher. The attitude of those individuals working with the advisory council was favorable in most cases. Approximately 50 per cent of the adults in the community knew about the work of the Advisory Council, and felt that it had benefited the Department of Vocational Agriculture and the entire community.

RESULTS OF THE STUDY

Detailed questionnaires were completed and returned by fifteen teachers of vocational agriculture who have used advisory councils for an average of five years.

Facts regarding the method used in selecting advisory council members are revealed in Table I.

TABLE I. SELECTION OF ADVISORY COUNCIL MEMBERS

METHOD	FREQUENCY
1. Selected by Vocational Agriculture teachers only	3
2. Selected by Vocational Agriculture teachers and Board of Education	5
3. Selected by Vocational Agriculture teachers and Administrators	<div style="display: inline-block; text-align: right;"> <u>7</u> </div>
Total	15

The majority of new council members were nominated by the vocational agriculture teachers. They were, however, usually assisted by administrators and council members, and elected by the members of the Board of Education. Generally established community leaders were selected as council members.

Inactive members did not seem to be a problem for most teachers cooperating in the study. When such a problem did exist the inactive members were replaced as soon as it was convenient to do so.

Councils were made up of an average of ten members. The number who serve on the advisory council is illustrated in Table II.

TABLE II. NUMBER WHO SERVE ON ADVISORY COUNCIL

NUMBER	FREQUENCY
1. 4-5 Members	1
2. 6-7 Members	2
3. 8-10 Members	10
4. 11 or More Members	2
Total	15

The number serving on the advisory council varied. The average number of members is from seven to ten.

Most council members were appointed for three years but in some instances it varied from one year to an indefinite period.

Teachers cooperating in the study reported that the members who served on the council represented the people of the community. Members were selected with the intention of having various ages, and interest groups represented on the advisory council. In nearly all the councils studied Board of Education members and school administrators were members of the council. Usually the vocational agriculture teacher and school administrators were non-voting members. In all the councils studied no one reported that women served on

the advisory council.

There was a wide variation in the number of meetings held each year. These facts are illustrated in Table III.

TABLE III. NUMBER OF ADVISORY COUNCIL MEETINGS DURING YEAR

NUMBER OF MEETINGS	FREQUENCY
1. Met Once Per Month	3
2. Met Six Times a Year	4
3. Met Four Times a Year	7
4. Other	<u>1</u>
Total	15

The average number of advisory council meetings held was about four. Some of the most enthusiastic teachers reported that meetings were held approximately once each month. Average attendance of council members was about 76 per cent. About one-half of the teachers reported that they had regular times for council meetings and prompt starting and closing times. Minutes of meetings were kept by approximately one-half of the councils studied. No one reported that annual programs of work were prepared, but agendas for individual meetings were prepared in most cases by the teachers of vocational agriculture. Administrators and members of boards of education took an active interest in about 90 per cent of the councils studied according to

those returning the questionnaires.

Nearly all the teachers cooperating reported that the agricultural instructor acted as the manager or chairman of the council. There were a few instances reported where the minutes were presented to the superintendent with the suggestion that he make it available to the members of the Board of Education.

Facts regarding what programs of work the advisory council covers are illustrated in Table IV.

TABLE IV. THE PROGRAMS OF WORK THAT ADVISORY COUNCILS COVER

PROGRAMS OF WORK	FREQUENCY
1. Entire Vocational Agriculture Department	11
2. Future Farmers of America	1
3. Adult Education	2
4. Supervised Farming	1
Total	15

Nearly all the councils studied reported that the council covers the entire vocational agriculture program. Some reported that the council covered only the adult education program.

In most cases where advisory councils were used they were given due publicity. Some agriculture teachers reported council members were invited to special dinners and

banquets in their honor.

Another aspect studied in regard to advisory councils was what accomplishments have been fulfilled by the use of a council in the vocational agriculture department. This is shown in Table V.

TABLE V. ACCOMPLISHMENTS FULFILLED BY THE USE OF
ADVISORY COUNCILS

ACCOMPLISHMENTS	FREQUENCY
1. Increased knowledge of community	15
2. Improved supervised farming program	12
3. Improved Future Farmers of America Chapter	8
4. Made work challenging and satisfying	13
5. Improved public relations	15
6. Increased teachers prestige	5
7. Increased self-confidence	15
8. Discovered educational need of people	15
9. Increased lay support	15
10. Increased student enrollment	3
11. Developed fresh ideas and new methods for solving existing problems	15
12. Established success in reaching objectives	15
Total	146

Advantages of advisory councils were fairly well agreed upon by the cooperating teachers of vocational agriculture. Some teachers felt that the use of councils

increased teachers' prestige in their respective communities. Successful experience with councils increased the self-confidence of teachers. Councils helped teachers to discover the educational needs of the people in their communities. Other advantages were that advisory councils increased lay support, and helped develop fresh ideas and new methods for solving existing problems. Only a few teachers cooperating in the study reported that a larger student enrollment resulted from using an advisory council.

Facts regarding disadvantages which may result from the use of an advisory council are shown in Table VI.

TABLE VI. DISADVANTAGES RESULTING FROM THE USE OF AN ADVISORY COUNCIL

DISADVANTAGE	FREQUENCY
1. Requires too much time	2
2. Professional jealousy	3
3. Possible misunderstanding	2
4. Council dictates to teacher	1
5. Department expanded too rapidly	1
6. Administrative rather than advisory	2
Total	11

Teachers cooperating in the study were not in general agreement regarding disadvantages of advisory councils. Some of the disadvantages mentioned were:

"Takes more time and energy", "possible professional jealousy", "possibly misunderstandings", "attempted to dictate to teacher", and "the department of agriculture may be expanded too rapidly".

The studies indicated that the effectiveness of advisory councils may be limited by a number of factors such as: "Failure to understand the purposes of an advisory council", "lack of leadership", "competition from other activities", "lack of planning", "failure to give council members responsibility", and "poor attendance".

Teachers cooperating in the study reported that if they were to improve or change their advisory council in any way they would try to give the council members more responsibilities. Nearly all the vocational agriculture teachers using advisory councils thought that first year teachers should start an advisory council.

The questionnaires revealed that most teachers felt that councils have been successful in reaching the objectives for which they were established. Nearly all the teachers using advisory councils stated that they would not like to teach vocational agriculture without the use of an advisory council.

A questionnaire was also sent to vocational agriculture teachers who do not use an advisory council. Sixty-four questionnaires were returned from this group of voc-

ational agriculture teachers. This questionnaire was designed to investigate why they do not use an advisory council. These facts are revealed in Table VII.

TABLE VII. WHY TEACHERS DO NOT USE ADVISORY COUNCILS

CLASSIFICATION	FREQUENCY
1. Non-cooperation from administrators	6
2. Non-cooperation from Board of Education	7
3. Non-cooperation from lay men	5
4. Lacked understanding and knowledge of advisory councils	46
Total	64

There were only a few teachers, who do not use an advisory council, that reported they could not receive cooperation from school administrators, members of the Board of Education, and lay men in the community. A large number of teachers stated that they did not understand or have enough knowledge about advisory councils to organize one.

Most teachers, not using an advisory council, stated that in the future they planned to organize a council.

SUMMARY AND CONCLUSIONS

In this study the writer was interested in investigating the use made of advisory councils in a vocational agricultural department. Based on personal experience, informal discussions with other teachers of agriculture, and data compiled by the use of the questionnaires described in this study, the writer has come to the following conclusions.

Leaders in agriculture education favor the use of advisory councils in vocational agriculture departments and most teachers using advisory councils report varying degrees of success with them.

Risks in using or developing advisory councils are present, but problems developing as a result of using a council, may have developed anyway but probably not as rapidly. The criticism of using advisory councils are most likely to come either from those who have had little or no experience with councils or from teachers who have attempted to use advisory councils without following approved procedures.

Some administrators have been reluctant to use advisory groups. Perhaps lack of training and knowledge of advisory councils have been contributing factors.

Advisory councils are usually more effective when they are organized in a community where members of the Board of Education, the administrator, and the teacher of

vocational agriculture, clearly understand the purposes for which an advisory council is established and all work toward more effective use of the advisory council. Although most advisory groups have been beneficial, few have been as successful as they might have been if better trained leaders had been available and more effective measures had been used.

The vocational agriculture teachers cooperating in the study reported that the advisory council members should be selected in such a way that they represent a cross-section of the people in the community. Council members should be rotated so that more interests may be represented and a greater number of individuals will have the benefit of council experience. Training and experience gained by participating in council activities can develop new community leaders if natural ability has been considered in the selection of advisory council members.

They also indicated that advisory council meetings should be held when needed and should start and end promptly. The meetings should be conducted as informally as possible with occasional opportunities to share in refreshments. Minutes should be kept of all meetings and recorded in a permanent volume which is left in the department of vocational agriculture and available to any individual in the community. A copy of the minutes should be presented to

the administrator with the suggestion that he make it available to the members of the Board of Education.

Most teachers reported that advisory councils should be given some form of recognition. Invitations to informal dinners or banquets would be appropriate. Activities of the department will be better accepted by the public if it is understood that such activities have been approved by the advisory council. Items which are brought up in council meetings which are not properly a concern of the agriculture advisory council should not be included in the minutes. Caution should be used to prevent publicity from appearing which will later embarrass the advisory council members or school officials.

An agenda for advisory council meetings should be prepared in advance by the chairman and the agriculture teacher, subject to change by the council as discussion progresses. Some questions should be held over from each meeting to the next in order to aid in sustaining interest and also to encourage more constructive thinking on the part of council members.

A properly conceived and organized advisory council will be an excellent method of developing an educational program leading to a more democratic way of life. It will tend to encourage more democratic school administration, and it will discover and train lay leaders who will aid in establishing and maintaining a more democratic way of life

in a community.

Those cooperating in the study thought that an effective advisory council would increase the length of an agriculture teacher's tenure. If it becomes necessary to employ a new teacher of agriculture it will help the new teacher adjust to the community and become established more quickly. Personal qualities which tend to lead toward failure as an agriculture teacher also tend to encourage council failures. Capable teachers of vocational agriculture are likely to work successfully with an advisory council. Teacher weaknesses, however, may be spotlighted and brought out into the open more quickly with an active advisory council. A successful advisory council will tend to improve a good teacher of vocational agriculture, and make his work more challenging and satisfying.

The inactive council members tend to eliminate themselves from advisory councils. It is important that a procedure be established for replacing them as soon as possible after they become inactive. A self-made rule regarding replacement of inactive members seems to work well where it has been used.

An effective advisory council provides one of the best possible methods for improving public relations. An advisory council which is established primarily for improving public relations, however, is likely to fail

eventually, due to loss of interest on the part of council members when they learn that they are being "used" rather than depended upon for mature judgement in solving educational problems.

Advisory councils should concern themselves with the over-all program of vocational education in agriculture. Councils should study problems in their respective communities concerning farming and farm life. Objectives should be stated clearly and in such a way that they will serve as a guide for agriculture teachers, administrators, and members of boards of education, in providing an agriculture education program which will help individuals move toward these objectives.

RECOMMENDATIONS

Based on personal experience, informal discussions with other teachers of agriculture, and data compiled from the questionnaires the writer formulated the following recommendations:

1. More needs to be done in the future by college of education specialists and state agricultural education supervisors to increase the number of advisory councils.
2. The advisory council members should be selected in such a way that they represent a cross-section of the people in the community. Council members should be rotated so that more interests may be represented and a greater number of individuals will have the benefit of council experience.
3. Definite responsibilities should be delegated to the advisory council.
4. Advisory councils will be more effective when they are organized in a community where members of the Board of Education, the administrators, and the teachers of vocational agriculture, clearly understand the purposes for which an advisory council is established and all work toward more effective use of the advisory council.

5. Advisory council meetings should be held when needed and should start and end promptly.
6. Minutes should be kept of all meetings and recorded in a permanent volume which is left in the department of vocational agriculture and is available to any individual in the community. A copy of the minutes should be presented to the administrator with the suggestion that he make it available to the members of the Board of Education.
7. Advisory councils should be given some form of recognition.
8. Only business items which are brought up in council meetings should be included in the minutes.
9. Caution should be exercised to prevent unfavorable publicity.
10. An agenda for advisory council meetings should be prepared in advance by the chairman and the agriculture teacher.
11. A council-made rule should be used when inactive members are replaced.
12. First-year teachers as well as experienced teachers of vocational agriculture should organize an advisory council.

13. Advisory councils should concern themselves with the over-all program of vocational education in agriculture.

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APPENDICES

APPENDIX A

Letter of Transmittal

Box #46
Colman, S. Dak.
May 13, 1957

Dear State Supervisor:

I am making a study of the use of advisory councils in a vocational agriculture department. It is necessary to receive information from schools that already have established advisory councils. I will be using this information for a study in graduate work at South Dakota State College.

With your permission I would like to send a questionnaire to the Vocational Agriculture Instructors in your state to aid me in this study.

May I take this opportunity to thank you for your cooperation.

Sincerely yours,

Ray Reiff
Vocational Agriculture
Instructor

APPENDIX B

Letter of Transmittal

Box #46
Colman, South Dakota
June 4, 1957

Dear Vocational Agriculture Instructor:

May I have a few minutes of your time? Your state supervisor has given me permission to send you the enclosed questionnaires. The results of the questionnaire you return will be used in a study for graduate work at South Dakota State College.

I am enclosing two types of questionnaires, one for those who have an established advisory council and one for those who do not have a council. Would you complete only the appropriate questionnaire?

I will appreciate the time you spend on the enclosed questionnaire and returning it to me with the enclosed addressed envelope.

May I take this opportunity to thank you in advance for supplying me with the information requested.

Sincerely yours,

Ray Reiff
Vocational Agriculture
Instructor

APPENDIX C

A QUESTIONNAIRE TO SCHOOLS THAT HAVE AN ESTABLISHED ADVISORY COUNCIL IN A VOCATIONAL AGRICULTURE DEPARTMENT.

1. How long have you used an advisory council? _____

2. How many serve on the advisory council? _____

3. How are advisory council members selected?

By vocational agriculture instructor? _____

By Board of Education? _____

By School Administrators? _____

By a combination of the vocational agriculture instructor, Board of Education, and School Administrators? _____

Others _____

4. What length of time do advisory council members serve? _____

Do council members serve staggered terms? _____

5. How are inactive members replaced?

Appointed by the present members of the advisory council? _____

Appointed by the vocational agriculture instructor? _____

Others _____

6. What procedure is used when new members are added?

Appointed by the present members of the advisory council? _____

Appointed by the vocational agriculture instructor? _____

APPENDIX C (continued)

7. Who serves on the advisory council?

The vocational agriculture instructor _____

School Administrators _____

Board of Education members _____

Key farmers _____

Women _____

Others _____

8. Do you elect officers in the advisory council?

Yes _____

No _____

Who is the Chairman? (Board member, vocational agriculture teacher, or school administrator). _____

Who are non-voting members? _____

What position does the vocational agriculture instructor hold? _____

9. What areas does the advisory council cover?

Entire vocational agriculture department _____

Future Farmers of America Organization _____

Adult Education Program _____

Supervised Farming Program _____

Evaluate annually the program of agriculture education _____

10. How often does the advisory council meet?

Once per month _____

APPENDIX C (continued)

- Six times a year _____
- Four times a year _____
- Other _____
11. How long does the council meet? _____
12. Are there regular meetings scheduled?
- Yes _____
- No _____
13. Are minutes of the meetings recorded?
- Yes _____
- No _____
14. Who prepares the minutes?
- The vocational agriculture instructor _____
- One of the advisory council members _____
- Others _____
15. Are the minutes presented to the Superintendent with the suggestion that he make it available to the Board of Education?
- Yes _____
- No _____
16. Is an agenda for advisory council meetings prepared in advance?
- Yes _____
- No _____
- Does the chairman prepare the agenda? _____
- Does the vocational agriculture instructor prepare the agenda? _____

APPENDIX C (continued)

Does the vocational agriculture instructor
and the Chairman together plan the agenda?

Others _____

17. Do you give the advisory council public recognition?
Yes _____
No _____
18. Is a program of work planned? Yes _____
No _____
19. What is the average attendance for advisory council members for the current year? _____
20. Do you plan to continue an advisory council?
Yes _____
No _____
21. What accomplishments have been fulfilled by the use of an advisory council in your department?
- Better knowledge of community _____
- Improved Supervised Farming Program _____
- Improved Future Farmers of America Chapter _____
- Made your work more challenging and satisfying _____
- Improved your public relations program _____
- Increased teachers' prestige _____
- Increased your self-confidence _____
- To discover the educational needs of the people in your community _____

APPENDIX C (continued)

Increased lay support _____

Larger student enrollment resulted _____

To develop fresh ideas and new methods for
solving existing problems _____Has the advisory council been successful in
reaching the objectives for which they are
established? _____

Others _____

22. Should first year teachers start an advisory
council? Yes _____

No _____

23. What disadvantages result from an advisory
council?

Requires too much of the teachers' time _____

Professional jealousy results _____

Possible misunderstandings _____

Council tends to dictate to the teacher _____

The vocational agriculture department may be
expanded too rapidly _____

Administrative rather than advisory _____

Others _____

24. How may the effectiveness of advisory councils
be limited?

Failure to understand the purposes of an ad-
visory council _____

Lack of leadership _____

Competition from other activities _____

APPENDIX C (continued)

Lack of planning _____

Failure to give council members responsibility _____

Poor attendance _____

Other _____

25. How would you improve or change your advisory council?

26. What is the enrollment of your all-day program? _____

27. What is the enrollment of your Adult and/or Young Farmer Classes? _____

28. How many years have you taught vocational agriculture? _____

29. How many years have you taught in your present position? _____

APPENDIX C (continued)

A QUESTIONNAIRE TO SCHOOLS THAT DO NOT HAVE AN ESTABLISHED
ADVISORY COUNCIL IN A VOCATIONAL AGRICULTURE DEPARTMENT.

1. Do you plan to start an advisory council for the vocational agriculture department?

Yes _____

No _____

2. Why don't you plan to organize an advisory council?

Could you receive cooperation from school administrators? _____

Could you receive cooperation from Board of Education members? _____

Could you receive cooperation from lay men and the community? _____

Do you understand and have enough knowledge about advisory councils to organize one? _____

Others _____

3. In what area would the advisory council serve?

Entire vocational agriculture department _____

Future Farmers of America Organization _____

Supervised Farming Program _____

Adult and Young farmer program _____

Evaluate annually the program of agriculture education _____

Other _____

4. What disadvantages do you think would result from using an advisory council?

Do you think it would require too much time? _____

APPENDIX C (continued)

Do you think professional jealousy might result? _____

Possible misunderstandings? _____

Do you think the advisory council would dictate to the teacher? _____

Do you think the Vocational agriculture department might be expanded too rapidly? _____

Do you think the advisory council would assume administrative instead of advisory responsibilities? _____

Other _____

5. What accomplishments do you think would be fulfilled by the use of an advisory council in your department?

Better knowledge of community? _____

Improved supervised farming program? _____

Improved Future Farmers of America Chapter? _____

Would it make your work more challenging and satisfying? _____

Would it improve your public relations program? _____

Would it increase the teacher's prestige? _____

Would it increase your self-confidence? _____

Would it help to discover the educational needs of the people in your community? _____

Would it increase lay support? _____

APPENDIX C (continued)

Do you think a large student enrollment would result? _____

Would it help develop fresh ideas and new methods for solving existing problems? _____

Do you think the advisory council would be successful in reaching the objectives for which it would be established? _____

Others _____

6. Should first year teachers start an advisory council? Yes _____
No _____
7. What is the enrollment in your all-day program? _____
8. What is the enrollment in your Adult and/or Young Farmer Classes? _____
9. How many years have you taught vocational agriculture? _____
10. How many years have you taught in your present position? _____